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ABSTRACT

This publication describes several national initiatives focusing on the need for cultural pluralism among professionals and support services for parents of young children with disabilities. The publication begins with a discussion of new laws, funding initiatives and programs, and special projects of the U.S. Department of Education and the U.S. Department of Health and Human Services, such as Technical Assistance for Parent Programs and the Child and Adolescent Service System Program. Other national initiatives that address personnel issues and cultural competence are then discussed, including the Education Commission of the States, the Educational Testing Service, the Council for Exceptional Children/Division for Early Childhood, and the Mental Health Law Project. Each project description includes bibliographical references and the name of a source person to contact for further information. (JDD)

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Number 1 (August 26, 1991) Personnel Preparation

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Preparing Personnel for Pluralism

by

Ken Brockenbrough

"In Search of Tomorrow's Minority Teachers: The Rush Is On to Attract Blacks and Hispanics" (Business Week, 7 May 1990)

"Recruitment Ads Said to Uncover Teacher Source: Survey Reveals Interest among Minorities High" (Education Week, 13 March 1991)

"A Month Later, Educators Are Still Seeking Final Word on Race-Exclusive Scholarships" (Education Week, 9 January 1991)

"Recruiting, Sports Draw Minorities to White Campuses" (Raleigh News and Observer, 21 April 1991)

The cultural diversity of persons needing early intervention services demands that attention be paid to representation of that diversity among interventionists. At a time when personnel shortages already exist in education and allied health, it seems almost an insurmountable hurdle to add criteria for representation by race, gender, age, religion, language, disability, and socioeconomic background. However, without that representation even finding the families who may need services becomes problematic.

As debate brews across the nation about the appropriateness of race-exclusive college recruitment campaigns and changing entrance standards for select populations, the politics of personnel recruitment and preparation may have obscured the underlying dilemma of young children and their families who have been underserved for ethnic and economic reasons. Barriers of language and culture may exclude these underrepresented families from educational and health services which are their legal right, while they quietly endure the added ostracism that often accompanies childhood disabilities.

Many of these families may be unaware of their legal rights or hesitant to claim them. Furthermore, if they are not heard from, a gap will continue to exist between the services they need and the personnel prepared to provide them. Unless advocates for the disenfranchised have input into recruitment, retention and training practices, institutions of higher education are likely to underestimate the importance of a pluralistic workforce.

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NEC*TAS NOTES
A periodic topical publication

EC 301388

National Early Childhood Technical Assistance System (NEC*TAS)
CB# 8040 • Suite 500 NCNB Plaza • Chapel Hill, NC 27599 • (919) 962-2001

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The purpose of this document is to disseminate information about several national initiatives which have focused recently on the personnel needed to serve underrepresented families. The need for cultural pluralism among professionals and in support services for parents has been recognized, and, to that end, efforts have been made to improve cultural representation and competence in the workforce. While the term "cultural competence" is freely used among social service agencies to describe pluralistic preparation in the workforce, actual models of diversified personnel preparation and service delivery are relatively scarce. This document describes several major efforts addressing cultural diversification of early childhood services. It begins with a discussion of new laws, funding initiatives and programs, and special projects under the U.S. Department of Education and the U.S. Department of Health and Human Services. Following these are projects with national scope which address cultural competence. Contacts for further inquiry and selected resources are listed after each section, as appropriate.

U.S. DEPARTMENT OF EDUCATION

Recent Legislative Initiatives

Part H of P.L. 99-457 (amended as P.L. 101-476 and renamed the Individuals with Disabilities Education Act [IDEA]) requires a Central Directory accessible to families that surmounts geographic and linguistic barriers (Section 303.301), assessment practices that are linguistically and culturally appropriate (Section 303.323), notification to parents of such assessments in their native language (Section 303.403), and an IFSP process and document in a family's native language (Section 303.342). Part B has parallel requirements for assessment and parent notification (Sections 300.500, 300.530, 300.542, and 300.561).

When the Education of the Handicapped Act (EHA) was amended in 1990 as IDEA, Congress reauthorized its discretionary programs with an emphasis on meeting the needs of minorities with disabilities. Congress requested that research and demonstration projects under IDEA address the development of assessment techniques, instruments, and strategies with particular attention to minority and limited English proficient children and families (IDEA, Subchapter V, Section 1441(a)(1)(G)). Further, parent training and information programs must ensure services to minority parents that are in proportion to their representation in the population for a given geographic area (Subchapter IV, Section 1431(c)(4)(C)). Clearly, the law bears out the recognition that reaching families of children with disabilities requires cultural pluralism among staff in various capacities.

Senate Bill 1106, currently under consideration for the reauthorization of IDEA, adds that states must "provide satisfactory assurance that policies and practices have been adopted to ensure meaningful involvement of traditionally underserved groups, including minority, low-income, and rural families, in the planning and implementation of this part and to ensure that such families have access to culturally competent services within their local areas" (Section 678b).

Commenting on the House bill (H.R. 3053) for reauthorization of IDEA, Rep. Major Owens (D-NY), chairman of the Education and Labor Committee, said, "We must ensure that our commitment to early childhood education programs is inclusive of all populations represented in our society....The bill includes several changes to enhance the opportunities of parents from underrepresented populations to be active participants in these programs and to ensure that these families have access to culturally competent services."

Concerning the personnel necessary to deliver culturally competent services, Owens added, "The recruitment, training, and retention of personnel continues to be a problem in the provision of services to children with disabilities. With the addition of the early intervention program under IDEA in 1986, the lack of qualified personnel entering this work force continues to adversely impact service provision. An initiative authorized in this bill provides an opportunity to train and retain workers who currently hold entry-level or paraprofessional positions." He went on to indicate the need for demonstration grants and technical assistance to prepare personnel to reach underrepresented families (NASDSE, 1991).

Resources:

NASDSE. (31 July 1991). House Committee Acts on Part H. Message on SpecialNet Federal Bulletin Board.

The new Individuals with Disabilities Education Act. Special Supplement to Education of the

Handicapped, 17(5) (27 February 1991). [Published by Capitol Publications, P.O. Box 1453, Alexandria, VA 22313-2053.]

Division of Personnel Preparation

The Division of Personnel Preparation (DPP) of the Office of Special Education Programs (OSEP) issues annual competitive funding priorities for personnel preparation in rural areas and for racial and ethnic minorities. [For further information contact Division of Personnel Preparation, OSEP/OSERS, U.S. Department of Education, Room 3094, 400 Maryland Avenue, S.W., Washington, DC 20202, or call (202) 732-1083.]

Resources:

Bunsen, T.D., & Ware, V.A. (1989). Current Facts: Preparation of the Minority Teaching Force in Special Education. Washington, DC: U.S. Department of Education.

Technical Assistance for Parent Programs

Technical Assistance for Parent Programs (TAPP), sponsored by DPP, has established a Select Committee for Underserved Groups of Parents. TAPP's mission is "to provide training and information to parents of handicapped children and volunteers who work with parents to enable such individuals to participate more effectively with professionals in meeting the educational needs of handicapped children." The Select Committee is an advisory group composed of parents and professionals whose principal goal is to keep at the forefront of technical assistance to parents a sensitivity to multicultural concerns. It has been helping Parent Training and Information Centers serve traditionally underserved families for six years. [For further information contact Charlotte Spinkston, TAPP, 95 Berkeley Street, Suite 104, Boston, MA 02116, or call (617) 482-2915.]

Regional Resource Centers

The Federal Resource Center (FRC), as part of its contractual commitment to the Office of Special Education Programs, has been seeking direction from the field on cultural diversity as it impacts educational services. Forty-two people from a variety of ethnic heritages and representing higher education, school districts, parents, state agencies, and local special education programs convened in May, 1991, to identify critical barriers to be resolved in order to assure a free appropriate public education (FAPE) to all children. The issues are clustered into eight topical areas: Administration and Policy, Attitudes and Bias, Training and Personnel, Curriculum and Instruction, Assessment, Society and Community, Parents and Families, and Funding. In their initial report, Exploring Education Issues of Cultural Diversity, the participants indicate which areas they are already pursuing. The FRC is now in the process of determining group recommendations concerning actions to be taken on the topic areas. [For further information contact Larry Carlson, Federal Resource Center, 314 Mineral Industries Building, University of Kentucky, Lexington, KY 40506-0051, or call (606) 257-1337.]

The South Atlantic Regional Resource Center (SARRC) held a regional conference in May, 1991, on comprehensive services to children and families with special needs who also are culturally and linguistically underrepresented in the special education workforce. [For further information contact Delia Cerpa, SARRC, Florida Atlantic University, 1236 N. University Drive, Plantation, FL 33322, or call (305) 473-6106.]

Resources:

Federal Resource Center. (1991). Exploring Education Issues of Cultural Diversity. Lexington, KY: Author. [Available from Federal Resource Center.]

South Atlantic Regional Resource Center. (May 1991). Cultural Diversity, Children, Drugs and Alcohol: Implication for Early Intervention (Conference information packet). [Available from SARRC.]

National Early Childhood Technical Assistance System

Since its inception, the National Early Childhood Technical Assistance System (NEC*TAS), sponsored by OSEP, has maintained a topical interest group concerned with cultural diversity and its implications for services to young children and their families. With its National Parent Network on Disabilities collaborator, the PACER Center, NEC*TAS has produced two documents on this subject. A Bibliography of Selected Resources on Cultural Diversity (1989) is a 68-page annotated bibliography of print, audiovisual, and personnel resources for families and professionals.

Demographics and Cultural Diversity in the 1990s: Implications for Services to Young Children with Special Needs examines population trends in the U.S. and provides perspectives from parents and professionals on implications for early intervention. A third topical paper, covering the implications of serving culturally diverse populations for screening and assessment, is being prepared for publication.

NEC*TAS is compiling a resource file of federally funded projects which address training issues for professionals dealing with underserved children and families. NEC*TAS has sought information from projects that are funded wholly or in part by OSEP's Early Education Program for Children with Disabilities (EEPCD), Special Projects of Regional and National Significance (SPRANS), and Division of Personnel Preparation (DPP), or by programs under the Department of Health and Human Services. Respondents have provided contact names for further investigation. Information is available from NEC*TAS on the goals and scope of over 20 projects. [For further information contact Ken Brockenbrough, TA Coordinator, NEC*TAS, CB# 8040, Suite 500 NCNB Plaza, Chapel Hill, NC 27599-8040, or call (919) 962-2001.]

Resources:

Anderson, M., & Goldberg, P.F. (in press). Cultural Competence in Screening and Assessment. Chapel Hill, NC: NEC*TAS and PACER.

Edmunds, P., Martinson, S.A., & Goldberg, P.F. (1990). Demographics and Cultural Diversity in the 1990s. Chapel Hill, NC: NEC*TAS and PACER.

Lindgren, J. (1989). A Bibliography of Selected Resources on Cultural Diversity. Chapel Hill, NC: NEC*TAS and PACER.

These documents are available from the PACER Center, Inc., 4826 Chicago Avenue South, Minneapolis, MN 55417, or call (612) 827-2966.]

Office of Bilingual Education and Minority Language Affairs

In July, 1990, the U.S. Department of Education, Office of Bilingual Education and Minority Language Affairs, sponsored a forum on "Staffing the Multilingually Impacted Schools of the 1990s." University and school personnel met with the U.S. Department of Education to discuss future staffing needs in bilingual education. [For further information contact Rita Esquivel, Director, OBEMLA, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202, or call (202) 732-5063.]

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES (DHHS)

Recent Legislative Initiatives

Health practices for families of young children with disabilities also have received new impetus for culturally appropriate personnel preparation. The Office of Minority Health of the Department of Health and Human Services (DHHS) was recently established in statute. Dr. Louis Sullivan, Secretary of DHHS, has asked that similar entities be established at the agency level to address minority goals and objectives.

On November 6, 1990, President Bush signed the Disadvantaged Minority Health Improvement Act (P.L. 101-527). Its two major goals are 1) improved health status of individuals from disadvantaged backgrounds, including racial and ethnic minorities; and 2) an increase in numbers of persons from those same backgrounds in the health professions. [For further information contact Barbara Favola, Office of Minority Health, DHHS, 2000 Independence Blvd., S.W., Room 118F, Washington DC 20201, or call (202) 248-7065.]

Nine days later the President signed the Year 2000 Health Objectives Planning Act (P.L. 101-582) with goals of reducing infant mortality and disabilities caused by chronic illness, with an emphasis on closing the gap between minority populations and the general population. These laws will be funded and administered by the Department of Health and Human Services. [For further information contact Chris Benjamin, Office of Program Planning and Evaluation, MS D-23, Centers for Disease Control, 1600 Clifton Road, Atlanta, GA 30333, or call (404) 639-1548.]

Maternal and Child Health Bureau

The Maternal and Child Health (MCH) Bureau of DHHS has sponsored several initiatives supporting cultural competence for professionals serving children and

families. In the first of these, Maternal and Child Health projects representing diverse cultures worked collaboratively with the Georgetown University Child Development Center to develop the first edition of a workbook and training manual for providing services to children with disabilities and their families. This document, Developing Culturally Competent Programs for Children with Special Needs, provides specific models and strategies to underscore the policies it promotes.

Subsequent to this effort, a Maternal and Child Health workgroup on cultural diversity issues in health was formed, consisting of directors of state programs for Children with Special Health Care Needs (CSHCN) from Maryland, New Mexico, New York, Texas, Virginia, and the District of Columbia. Collaborators from early intervention fields met with the directors to assist in formulating plans for state-by-state self-assessment and improvement of health care delivery to children and families from diverse cultural experiences. Since the inception of the workgroup, six more states--Arizona, Colorado, Michigan, Montana, Oregon, and Washington--have joined. An account of the original effort has been published (Nelkin, 1990), and subsequent descriptions of the workgroup experience are expected.

In March, 1991, the MCH Bureau published a comprehensive resource, MCH Program Interchange: Focus on Ethnocultural Diversity in MCH Programs, which describes material and personnel resources from federal, state, and local agencies; Special Projects of Regional and National Significance (SPRANS) projects; and selected professional organizations. This document covers an array of educational and health practices from child identification and assessment to statewide policy planning. The annotated format makes further investigation of each resource an easy task. [For further information contact Diana Denboba, Division of Services for CSHCN, MCHB, 5600 Fishers Lane, Parklawn Building, Room 94D, Rockville, MD 20857, or call (301) 443-2350.]

Resources:

National Center for Education in Maternal and Child Health. (March, 1991). MCH Program Interchange: Focus on Ethnocultural Diversity in MCH Programs. Washington, DC: U.S. Department of Health and Human Services.

Nelkin, V. (1990). Maternal and Child Health Bureau Work Group: Improving State Services for Culturally Diverse Populations. Washington, DC: U.S. Department of Health and Human Services.

Randall, D.E. (1989). Strategies for Working with Culturally Diverse Communities and Clients. Washington, DC: Office of Maternal and Child Health.

Roberts, R.N. (1990). Developing Culturally Competent Programs for Families of Children with Special Needs (2nd ed.). Washington, DC: Georgetown University Child Development Center.

Child and Adolescent Service System Program

An essential step in the formulation of personnel recruitment and preparation strategies is the identification of prototypes, or model programs of service delivery, where personnel competencies can be identified and described. In its role of providing technical assistance to the Child and Adolescent Service System Program (CASSP) of the National Institute of Mental Health (NIMH) of DHHS, Georgetown University Child Development Center, through its Minority Initiative, has sought nominations from mental health professionals across the country for examples of culturally competent programs that utilize some of the principles and strategies for a culturally competent system of care. These principles and strategies were conceptualized by the CASSP Minority Initiative Resource Committee, a 20-member committee of professional and family advocates experienced in program, policy, and administration.

The principles of culturally competent care in mental health are described in detail in Towards a Culturally Competent System of Care. Georgetown's recent efforts are aimed at building on the descriptive data supplied in this document. To this end, Georgetown has collected and analyzed over 120 nominations of culturally competent programs and is conducting follow-up telephone interviews and on-site visits. The outcome will be a companion document to Towards a Culturally Competent System of Care that will provide assistance to states and communities in the delivery of appropriate mental health services. [For further information contact Marva Benjamin, Project Coordinator, CASSP Technical Assistance Center, Georgetown University Child Development Center, 2233

Wisconsin Avenue, N.W., Suite 215, Washington, DC 20007, or call (202) 338-1831.]

Resource:

Cross, T.L., Bazron, J.B., Dennis, K.W., & Isaacs, M.R. (1989). Towards a Culturally Competent System of Care: A Monograph on Effective Services for Minority Children Who Are Severely Emotionally Disturbed. Washington, DC: CASSP Technical Assistance Center.

American Association of University Affiliated Programs

The American Association of University Affiliated Programs (AAUAP) formed a consortium of six UAPs, supported in part by a grant from the Administration on Developmental Disabilities, Office of Human Development Services, DHHS, to address the recruitment and retention of minority trainees by UAPs. A national conference was held in Madison, Wisconsin, in June 1990, as an outgrowth of that consortium. In addition, the Waisman Center at the Madison UAP has published four monographs with the help of consortium members. The monographs are part of a comprehensive plan to diversify UAP staff and to set policy guidelines for the affiliated universities to recruit and train professionals to work with people with developmental disabilities.

These documents focus on the experience of Hispanics, African-Americans, Asian-Americans, and Native Americans in UAPs. Each document follows a similar format. Each begins with a brief history of the group in question, emphasizing appropriate cultural and ethnic terminology and potential pitfalls for professionals to avoid when working with that group. They follow with demographic trends in the population at large. Each document focuses on representation in higher education and salient experiences of each ethnic group while in the educational mainstream. Model recruitment and retention strategies make up the next section in each document with an emphasis on best practices across all UAPs. The final section focuses on specific programs, networks, and resources for further contact or study.

The breadth of that network of contacts is a useful element in each document, in that specific names, phone numbers, and addresses invite further inquiry. Further, there is a specificity of practical suggestions for each group or culture. A potential objection to the approach taken is that separate ethnic studies may be open to stereotype. However, the contributing authors avoid presenting recruitment and retention practices for "minorities" in general, which could be subject to even grosser errors of generalization. [For further information contact Mariellen Kuehn, Waisman Center, University of Wisconsin at Madison, 1500 Highland Avenue, Madison, WI 53705-2280, or call (608) 263-5910.]

Resources:

Hickey, C.A., & Solis, D. (1990). The Recruitment and Retention of Minority Trainees in University Affiliated Programs: Hispanics. Madison, WI: Waisman Center.

Keiter, J.J. (1990). The Recruitment and Retention of Minority Trainees in University Affiliated Programs: Asian-Americans. Madison, WI: Waisman Center.

Layton, J., Blaine, W., & Rokusek, C. (1990). The Recruitment and Retention of Minority Trainees in University Affiliated Programs: Native American Indians. Madison, WI: Waisman Center.

McClain, J.W. (1990). The Recruitment and Retention of Minority Trainees in University Affiliated Programs: African Americans. Madison, WI: Waisman Center.

OTHER NATIONAL INITIATIVES

Several other national initiatives which address personnel issues and cultural competence are discussed below.

Education Commission of the States

The Education Commission of the States (ECS), under the leadership of representatives from 22 education, policy, and research organizations, formed the Alliance of Leaders for Minority Teachers. The Alliance has published three documents which focus on the recruitment of minority teachers. These documents examine minority representation in education professions in light of the prevailing institutional climate and in terms of the states' roles in promoting equitable

representation in the workplace. The documents offer strategies for increasing the supply of minority teachers by providing illustrative examples from specific states. These include:

- creative partnerships between higher education and elementary schools.
- data collection efforts regarding potential teaching candidates.
- financial aid strategies.
- tracking potential recruits and offering incentives to teach.
- restructuring admissions criteria.
- interagency collaboration.

The Alliance describes three evolutionary stages for improved participation of underrepresented persons in higher education. First, there is a realization and reaction phase, when an institution makes discrete responses to identified problems. Responses take the form of financial aid, minority recruitment, and special class offerings. Second, some campuses have begun a systematic effort to help minority students cope with the institutional climate. Efforts are aimed at accommodating students and environment to one another. Finally, a few institutions have begun to adapt to a culturally diverse student body by defining institutional success in terms of the success of the diverse students participating in the life of the campus. In this stage, representation is no longer enough. Arizona State University, assisted by the Office of Educational Research and Improvement, is studying 143 colleges and universities in ten states to assess the outcomes associated with these stages of institutional response.

The Alliance outlines similar stages through which states may go toward achieving a "trained workforce and a functioning society" (Richardson, 1990b, p. 25). The goal once again is a coordinated response with a focus on achievement, not just participation, of minorities.

Although the ECS model is general and focuses on higher education as the mode for training the necessary workforce, the documents should be relevant specifically to the field of early childhood disabilities, with case studies included from several states. [For further information contact Education Commission of the States, 707 Seventeenth Street, Suite 700, Denver, CO 80202-3247, or call (303) 830-3692.]

Resources:

Education Commission of the States (1990). New Strategies for Producing Minority Teachers. Denver, CO: Author.

Richardson, R.C. (1990a). Institutional Climate and Minority Achievement. Denver, CO: Education Commission of the States.

Richardson, R.C. (1990b). The State Role in Promoting Equity. Denver, CO: Education Commission of the States.

Educational Testing Service

The Minority Graduate Education Project reports on a research effort jointly funded by the Educational Testing Service and the Graduate Record Examinations Board. The project has published four reports on the participation of minorities in graduate education and entering faculty posts. While the documents cover all fields within higher education, some findings have particular import for the field of education, presenting trends of participation for Blacks and Hispanics from 1975 to 1986. There are drawbacks to the analyses, which are discussed, but there are useful data presented which may change some prevailing conceptions about the participation of minorities in education and social service fields. [For further information contact Jessie Jones, Educational Testing Service, GRE Program, Princeton, NJ 08541, or call (609) 921-9000.]

Resources:

Brown, V. (1988). Increasing Minority Faculty: An Elusive Goal. Princeton, NJ: Educational Testing Service.

Brown, S.V. (1988). Minorities in the Graduate Education Pipeline. Princeton, NJ: Educational Testing Service.

Nettles, M.T. (1987a). Black, Hispanic, and White Doctoral Students: Before, During and After Enrolling in Graduate School. Princeton, NJ: Educational Testing Service.

Nettles, M.T. (1987b). Financial Aid and Minority Participation in Graduate Education. Princeton, NJ: Educational Testing Service.

Council for Exceptional Children/ Division for Early Childhood

The Council for Exceptional Children (CEC) has established a new Division for Culturally and Linguistically Diverse Exceptional Learners in order to more adequately address the needs of education professionals interested in becoming more culturally competent. CEC also formed an Ethnic and Multicultural Concerns Network to address diversity and multicultural issues among the various divisions which constitute CEC. [For further information contact Susan Gorin, CEC Member and Unit Services, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, or call 1-800-8456-CEC.]

For those specifically interested in early childhood, CEC's Division for Early Childhood (DEC) has established a Committee for Minority Concerns. A measure of the importance of minority issues is captured in DEC's upcoming International Conference in St. Louis, Missouri, November 13-17, 1991. The keynote address is "Families and Early Intervention: Diversity and Competence." [For further information on the Committee for Minority Concerns, contact Daphne Thomas, University of South Florida, Special Education, HMS 420, Tampa, FL 33620-3410, or call (813) 974-3410.]

CEC, in conjunction with the National Association of State Directors of Special Education (NASDSE), has published three articles which address minority personnel issues:

Percentage of Minority Teachers in the Work Force (1989).

Bibliography: Minority Personnel/Supply and Demand (1989).

Bibliography: Recruitment and Retention (1989).

These documents are available from the National Clearinghouse for Professions in Special Education, NASDSE, 1800 Diagonal Road, Suite 320, King Street Station 1, Alexandria, VA 22314, or call (703) 519-3800.

Mental Health Law Project

The Mental Health Law Project (MHLP), with support from the Carnegie Corporation, has convened the Low Income and Minority Parent-Empowerment Task Force to help assure the accessibility and cultural competence of services under Part H. Traditionally underserved populations are assured equal access to services which are to be provided in a linguistically and culturally appropriate manner. The task force promotes networking, empowerment, and advocacy for barrier-free policy. Families are the focus of their efforts. We look forward to their recommendations. [For further information contact Margaret Lorber, Mental Health Law Project, 1101 15th Street, N.W., Suite 212, Washington, DC 20005-2765, or call (202) 467-5730.]

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About the Author:

Ken Brockenbrough is a technical assistance coordinator with NEC*TAS in Chapel Hill, North Carolina. In addition to cultural competence, his research interests are focused at present on transitions for children with disabilities and on the roles of state agencies in promoting continuity of services for children and families.

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